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ABSTRACT

This paper describes the development of the University of Georgia's Division of Developmental Studies--a program providing special developmental instruction to students who otherwise would not have been admitted to the school. It consists of four components: English, mathematics, reading, and counseling. The objectives of each of these components are presented. The report then discusses the program's development, goals, and objectives; the results and outcomes for students and the institution; resource allocation; and its potential for adaptation by other institutions. Among the information presented is the following: (1) between 85 and 90 percent of students matriculating in the program fulfill the requirements needed to go on to regular university work; (2) students from the program also persist at rates comparable to those of first-time entering freshmen; (3) although SAT (Scholastic Aptitude Test) and high school grade point averages are lower for students entering the program, results show no significant differences in their academic performance compared to other students in introductory English, mathematics, and social science courses; and (4) 46.1 percent of the students who completed the program graduated from the university, compared to 59.5 percent for all freshman matriculants. The appendix, which comprises most of the document, includes exit criteria, an annual breakdown of enrollment into the program since 1981 and an example of a weekly progress report. (GLR)

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Description of Retention Program

The Division of Developmental Studies provides an opportunity to attend the University of Georgia to students who otherwise would not have been admitted. The academic environment in the Division of Developmental Studies is planned and implemented to maximize learning and to help students develop effective study strategies necessary for academic success. Class sizes are small (i.e., fewer than 20 students) to promote interaction between faculty members and students and to encourage student involvement in the classroom. Students may also seek individual academic assistance outside the classroom during the daily office hours maintained by their own teacher(s) and/or in the Developmental Studies (D.S.) learning laboratory. Adjacent to the D.S. learning lab is the University's tutorial center, where students can continue to receive academic assistance after they exit the Developmental Studies program.

The Division of Developmental Studies consists of four components. The curricula in English, mathematics, and reading are designed to enhance students' academic competencies and to enable them to compete successfully in the University's rigorous academic program. The counseling curriculum focuses on reducing or eliminating affective barriers to achievement.

English

The objective of the English Program is to teach students to write fluently, correctly, and effectively. English course activities include peer review, word processing instruction and practice, and both classroom and writing center instruction in all aspects of the composing process. The

English courses are designed to teach students to use details, to show rather than tell the action, to develop organized structure, to achieve purpose, and to incorporate logical thinking and support. The English Program's purpose is to teach writing and critical thinking competence that empowers students in their personal, academic, professional, and public lives.

Mathematics

Three objectives of the Mathematics Program are: (1) to develop and strengthen the mathematics skills of students so that they can be successful in their entry-level mathematics courses and other courses requiring elementary mathematics reasoning; (2) to develop and strengthen the thinking, reasoning, and problem-solving skills of students and thus promote the ability to make analytical transferences; and (3) to develop and strengthen the mathematical work and study habits of students.

Reading

The overall objectives of the Reading Program are to increase the reading proficiency of students and to teach students reading and study strategies needed for success in University courses. Instruction and practice are given in text comprehension, reading speed and flexibility, strategies for textbook reading and studying, concentration techniques, note-taking and test-taking strategies, vocabulary, and techniques for mastering specialized discipline-area terms and concepts. Since instruction is linked to University reading demands, courses incorporate applications of reading techniques to university-level texts, to novels, and to supplementary content and news materials.

Counseling

The objective of the Counseling Program is to promote development of those psychological, social, and vocational life skills that facilitate success and achievement in a college setting. In addition to group and individual counseling, the component offers a course entitled "Strategies for Academic Success," which includes instruction in self-awareness, goal setting, determining priorities, anxiety management, academic planning, utilization of campus resources, and effective time management. D.S. counselors also serve as their students' academic advisors as long as the students are enrolled in the Division.

Placement and Exit

Student placement in the appropriate course in each component is determined by Scholastic Aptitude Test (SAT) scores, high school grade point average (HSGPA), Collegiate Placement Exam (CPE) scores, and other placement measures such as a writing sample.

Students exit the Division of Developmental Studies when they achieve within four attempts the exiting criteria for each of the program areas in which they were placed. Students who do not exit a program area in four attempts are dismissed from the University. Counselors assist dismissed students in developing alternative educational or occupational plans.

The exit criteria for each of the program areas are provided in the Appendix.

Development of the Program

In the early 1970s the Board of Regents of the State of Georgia determined that any student who graduates from a Georgia high school should

have the opportunity to pursue a program of study in a post-secondary educational setting. Recognizing that many students may be unprepared in the fundamental core curriculum necessary for successful entry into higher education, the Board of Regents mandated all institutions within the system to establish a program of Special Studies (changed to Developmental Studies Fall 1981), which would be an integral component of the institution's academic program. These programs would provide systematic academic services to entering students with deficient academic skills to enhance their skills necessary to succeed in regular college work. The program at the University of Georgia began in 1976 with a staff of five graduate assistants and a student population of 50. During Fall 1990 the program had an enrollment of 454 students served by a staff of 17 full time faculty members, 15 of whom have earned doctoral degrees, 29 part time faculty, and a support staff of 5. An organizational chart is provided in the appendix. During the fourteen years that Special/Developmental Studies has been in existence, more than 4500 students have been served.

Goals and Objectives

The goal of the Division of Developmental Studies is to enable students who do not meet regular admissions requirements for the University of Georgia to develop the skills necessary to matriculate and ultimately graduate from the University. Complementary goals are to enhance cultural diversity at the institution and to provide a wider choice of educational opportunities to Georgia's youth.

Students selected to participate in the Division of Developmental Studies have narrowly missed regular admission to the institution. A

predicted freshman grade point average based on SAT scores and HSGPA is used to rank order applicants to the University. After the cutoff for regular admission is determined, the group of students just below the cutoff is admitted to the Division of Developmental Studies. Affirmative action guidelines are applied to the admission of qualified Black candidates. The D.S. Minority Enrollment Committee, a group of D.S. faculty members, telephones prospective Black D.S. students to respond to questions and encourage Black students to enroll.

Specific objectives for each of the components of the Division of Developmental Studies are provided in the description of the program.

Results and Outcomes for Students and/or the Institution

Students enrolled in the Division of Developmental Studies have a lower mean high school grade point average, and a mean SAT Composite score typically 200 points lower than students admitted as freshmen. The mean SAT Composite score for students admitted to the Division of Developmental Studies Fall Quarter 1990 was 831; for regular freshmen, the mean score was 1045. The mean HSGPA was 2.41 for developmental students compared to 3.20 for freshmen.

Between 85% and 90% of the students who matriculate in the Division of Developmental Studies fulfill the requirements to enroll in regular coursework. The remainder of the students withdraw from the University or are dismissed (less than 1%) because of failure to complete requirements within the allotted four quarters of coursework.

Retention rates compiled by the University's Office of Retention and Advising indicate that D.S. students persist at rates comparable to those of first-time entering freshmen. For the last five years, one year

retention rates (fall to fall quarter) ranged from 78.6% to 84.6% for D.S. students; the rates for freshmen ranged from 81.4% to 84.5%.

Because the mission of the Division of Developmental Studies is to prepare students with the skills to succeed in college-level work, one of the best measures of the program's success is the performance of students once they enter the regular curriculum. Each quarter the performance of developmental students is compared with the performance of regular enrolled students in selected core courses. Although SAT scores and the HSGPA are lower for developmental students, there are usually no significant differences in the performance of the two groups of students in introductory English, mathematics, and social science courses.

Graduation rates also indicate that developmental students are successful in the college curriculum. The Office of Institutional Research and Planning compiled data during Fall Quarter 1990 on developmental students who were enrolled during the period Summer 1976 to Spring 1985. These matriculants would have been enrolled long enough to have completed the requirements for graduation. Nine hundred one (46.1%) of the 1954 Developmental Studies students who completed the program graduated from the University of Georgia. The graduation rate for all freshman matriculants during the same period was 59.9%. However, for a comparable size group of the lowest ranking freshmen, the graduation rate was 41.6%. The lowest ranking freshmen were predicted to succeed; the Developmental Studies freshmen had predicted grade point averages below the 2.00 required to graduate.

Use of Resources

The Board of Regents of the State of Georgia is committed to serving its

students who are underprepared for college work, and has required that each state institution of higher education serve such students through a program under the direction of the institution's chief academic officer. The Division of Developmental Studies at the University of Georgia reports directly to the Vice President for Academic Affairs and is funded entirely through that office. The program operates on an $850,00 annual institutional budget.

Potential for Adaptation by Other Institutions

Many institutions provide programs to ameliorate academic deficiencies and facilitate skill development, but few can boast the University of Georgia's success rate. It is not necessary to replicate the Division of Developmental Studies, but several factors may be particularly significant in contributing to program effectiveness and can be adapted by any institution. Perhaps the most important is the developmental (rather than remedial) nature of the division's course offerings, characterized by the focus on process in addition to content mastery. Another critical aspect of the program is its duration. Students may exempt (i.e., place out of) one subject, exit another in one quarter, yet require four quarters for completion of another D.S. component. Students may begin taking regular university courses in each area after D.S. prerequisites have been met, and meanwhile continue to receive support services throughout the period they are enrolled in one or more D.S. course(s).

Full-time budgeted faculty have both expertise and interest in enhancing the academic potential of high risk students. The counseling component, made up of Ph.D. level faculty members employed specifically to teach, counsel, and advise the target population, is a unique feature of this program. Counseling

faculty members are knowledgeable about the specific needs of high risk students; they engage in intrusive advising practices; and communicate student progress through an early warning system devised by the Assistant to the Director for Research and Evaluation to utilize student performance data provided each week by the members of the English, mathematics, and reading faculties. An example of a weekly progress report is provided in the appendix.

Developmental theory and recent research support the value of a developmental focus, opportunities for involvement and support for an extended period of time, intrusive advising and counseling that addresses affective barriers to achievement, and an early warning system. These variables, combined with low student:teacher ratios, extensive opportunities for individual assistance both with the faculty member and in the lab, a committed faculty, and an expectation of excellence contribute to the Division's success.

Appendix

DIVISION OF DEVELOPMENTAL STUDIES
Exit Criteria
1990-1991

English

CPE	≥ 75
Final Exam--Writing Sample* (1st or 2nd Quarter)	A or B
Final Course Grade (1st or 2nd Quarter)	A or B
Final Exam--Writing Sample* (3rd or 4th Quarter)	C or above
Final Course Grade (3rd or 4th Quarter)	C or above

*Institutional guidelines for writing sample submitted to Vice Chancellor for Academic Affairs September 23, 1985.

Mathematics

CPE	≥ 80
CPE Subtest (for DEV 096M only)	≥ 16
Final Course Grade	
1st or 2nd Quarter	
DEV 096M	A
DEV 097M	A or B
DEV 098M	A or B
DEV 099M	A or B
3rd or 4th Quarter	C or above

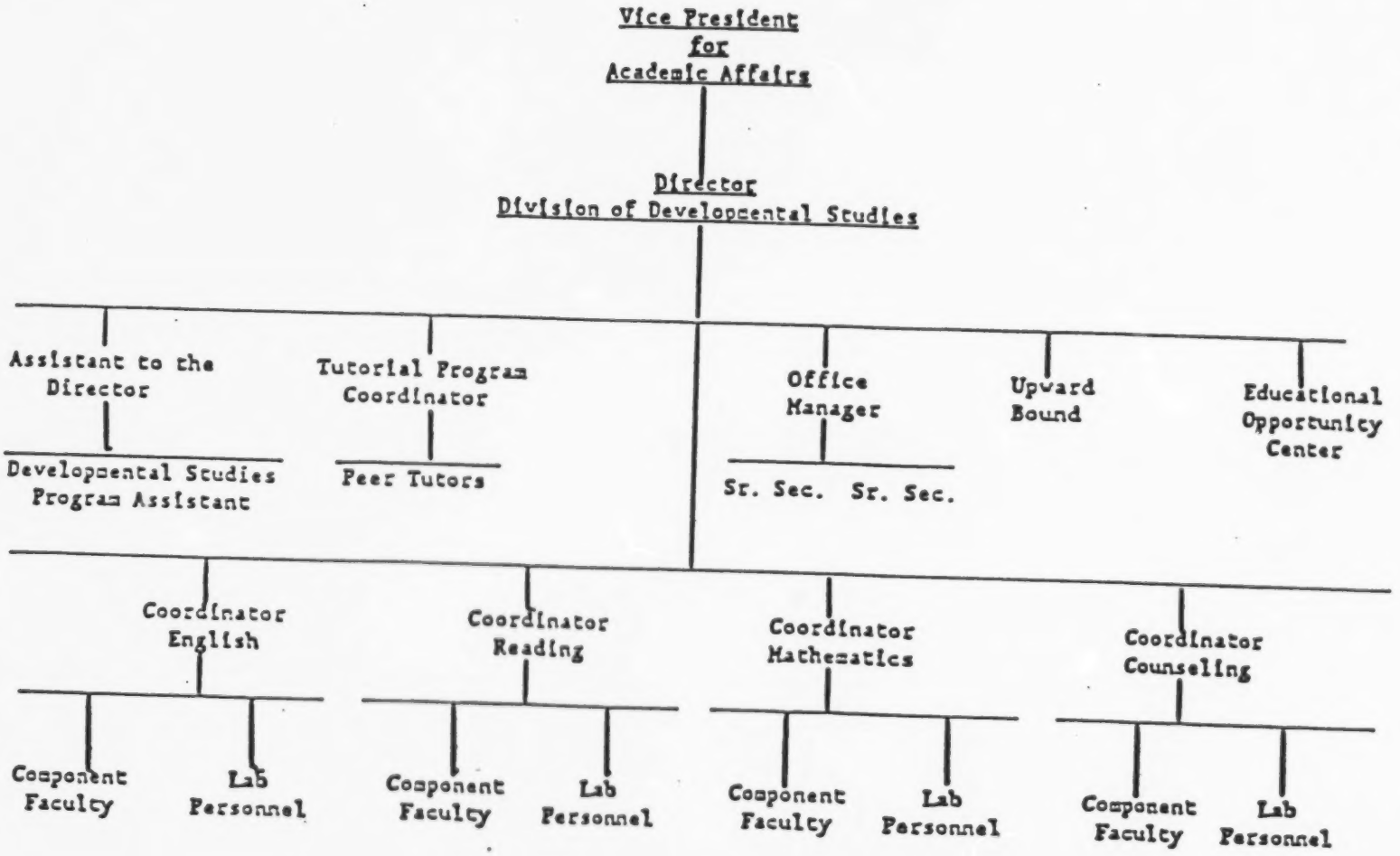
Reading

CPE	≥ 75
Final Course Grade (1st or 2nd Quarter)	A or B
Final Course Grade (3rd or 4th Quarter)	C or above

Counseling

A student must earn a "Satisfactory" grade in order to exit C99. If a student fails to achieve an exiting grade after four attempts, the student will be dismissed from the university.

DIVISION OF DEVELOPMENTAL STUDIES



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DIVISION OF DEVELOPMENTAL STUDIES

ENROLLMENT OF STUDENTS

1981-82 through 1990-91

	1981-82		1982-83		1983-84		1984-85		1985-86		1986-87		1987-88		1988-89		1989-90		1990-91	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total	350		334		322		332		340		290		352		330		465		534	
Black	85	24.3	69	20.7	62	19.3	81	24.4	70	20.6	36	12.4	74	21.0	64	19.4	121	26.0	121	22.7
White	265	75.7	265	79.3	260	80.7	251	75.6	270	79.4	254	87.6	278	79.0	266	80.6	344	74.0	413	77.3

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Admission Characteristics of Developmental Studies Students Compared with Regularly Enrolled Students and National Norms. 1986-87 through 1990-91

	1986-87			1987-88			1988-90			1989-90			1990-91		
	DS	UGA	NAT'l	DS	UGA	NAT'L	DS	UGA	NAT'L	DS	UGA	NAT'L	DS	UGA	NAT'L
Mean SAT Verbal	392	485	431	392	489	430	389	493	428	407	498	427	387	497	424
Mean SAT Quantitative	421	531	475	433	539	476	432	530	476	467	550	476	444	548	476
Mean SAT Total	813	1016	906	825	1028	906	821	1033	904	874	1048	903	831	1045	900
Mean HS GPA	2.50	3.17	-	2.52	3.19	-	2.68	3.20	-	2.64	3.28	-	2.41	3.20	-
Mean Predicted GPA	1.82	2.62	-	1.86	2.64	-	1.95	2.66	-	2.02	2.73	-	1.82	-	-

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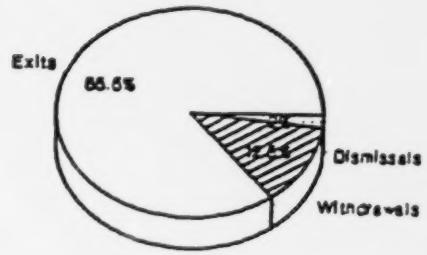
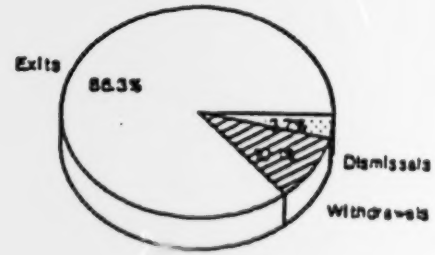
Division of Developmental Studies
Exits, Withdrawals, and Dismissals



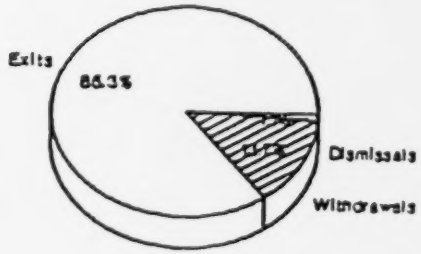
1986 - 1987

Division of Developmental Studies
Exits, Withdrawals, and Dismissals



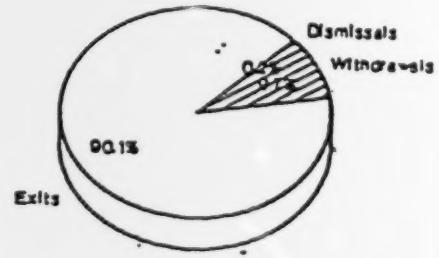
1987 - 1988

Division of Developmental Studies
Exits, Withdrawals, and Dismissals



1988 - 1989

Division of Developmental Studies
Exits, Withdrawals, and Dismissals



1989 - 1990

EXHIBIT A

A SUMMARY OF ONE YEAR FALL-TO-FALL RETENTION RATES
FOR FIRST-TIME FULL-TIME ENTERING DEVELOPMENTAL STUDIES STUDENTS AND FRESHMEN
BY YEAR AND RACE
FALL QUARTERS 1984-1985 - 1988-1989

Student Group	Fall 1984-85	Fall 1985-86	Fall 1986-87	Fall 1987-88	Fall 1988-89
Developmental Studies					
Black					
USG	90.7%	97.5%	85.0%	97.1%	84.0%
UGA	90.7%	97.5%	80.0%	96.6%	81.8%
Others					
USG	89.1%	86.2%	87.4%	88.9%	87.9%
UGA	83.2%	75.9%	78.5%	81.5%	80.5%
Total					
USG	89.5%	88.1%	87.2%	90.7%	87.3%
UGA	84.9%	79.6%	78.6%	84.6%	80.7%
Freshmen					
Black					
USG	90.6%	92.1%	86.8%	89.2%	90.0%
UGA	81.8%	82.8%	82.1%	83.2%	83.8%
Others					
USG	89.2%	88.8%	88.7%	89.4%	88.3%
UGA	84.7%	81.3%	82.3%	82.6%	81.6%
Total					
USG	89.3%	88.9%	88.6%	89.4%	88.4%
UGA	84.5%	81.4%	82.2%	82.7%	81.7%

Data from Tables 1 and 1A

USG=UGA *Systemwide* retention rate
UGA=UGA *Institution - Specific* retention rate

Source: Office of Advising and Retention

A Comparison of Performance in Selected Core Curriculum Courses:
Developmental Studies Students with Regularly Enrolled Students*
Summer 1989 - Winter 1990

Selected Core Curriculum Courses	Total Enrollment*		Grade of D or Better**		Grade of C or Better	
	Regularly Enrolled Students	Developmental Studies Students	Regularly Enrolled Students	Developmental Studies Students	Regularly Enrolled Students	Developmental Studies Students
	N	N	%	%	%	%
ENG 101	2562	256	97.9	96.9	94.0	92.2
ENG 102	1970	120	99.0	98.3	96.3	90.8
MAT 102	1988	249	81.1	80.3	65.3	61.0
SOC 105	1790	120	98.0	93.3	90.3	81.7
PSY 101	1847	168	96.6	92.3	82.9	68.5
POL 101	2107	109	98.0	91.7	91.4	77.1
HIS 251	1770	141	95.9	90.0	82.4	70.2
HIS 252	1624	105	96.6	94.3	88.5	74.3
SPC 108	430	27	98.8	100.0	95.3	92.6

* 'W', 'I', 'AV', 'NR', and 'K' are not included in calculations.
Data provided by Institutional Research and Planning.

** The University considers a 'C' or better in ENG 101 as passing.

NOTE: The data for Developmental Studies includes students currently enrolled in the program as well as former Developmental Studies students.

Division of Developmental Studies

Graduation Rates of Freshman and Developmental Studies Students

Summer 1976 to Spring 1985[a]

	Developmental Students			Freshmen		
	Enrolled	Graduated	% Graduated	Enrolled	Graduated	% Graduated
All Matriculants	2462	901	36.6	26935	16143	59.9
Students Who Completed Developmental Studies	1954	901	46.1	2355[b]	980	41.6

[a]Data compiled Fall 1990 by Institutional Research and Planning

[b]Low ranking freshmen equal to the number of DS matriculants.

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DEVELOPMENTAL STUDIES WEEKLY PROGRESS REPORT

COUNSELOR REPORT

FRIDAY MARCH 15, 1991 8TH WEEK COUNSELOR: HIGBEE

NAME: STUDENT ID:

	QUARTER TO DATE	WEEK TO DATE
COURSE: E97 EQTR: 2		
NUMBER: 51725		
INSTRUCTOR: MARSTON		
ABSENCES	5	1
EXCUSED ABSENCES		
TARDY	1	

NUMBER OF MISSING ASSIGNMENTS:
EFFORT IS: SATISFACTORY
ESTIMATED GRADE: 82

	QUARTER TO DATE	WEEK TO DATE
COURSE: M98 MQTR: 2		
NUMBER: 61748		
INSTRUCTOR: THOMAS		
ABSENCES	8	1
EXCUSED ABSENCES		
TARDY		

NUMBER OF MISSING ASSIGNMENTS: 32
EFFORT IS: SATISFACTORY
ESTIMATED GRADE: 78 WARNING

	QUARTER TO DATE	WEEK TO DATE
COURSE: R98 RQTR: 2		
NUMBER: 51739		
INSTRUCTOR: SIMPSON		
ABSENCES	6	
EXCUSED ABSENCES		
TARDY		

NUMBER OF MISSING ASSIGNMENTS:
EFFORT IS: UNSATISFACTORY
ESTIMATED GRADE: 52 FAILING

	QUARTER TO DATE	WEEK TO DATE
COURSE: C99 QTR: 2		
NUMBER:		
INSTRUCTOR: HIGBEE		
ABSENCES		
EXCUSED ABSENCES		
TARDY		

NUMBER OF MISSING ASSIGNMENTS:
EFFORT IS: